WRITING REPORT

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Writing reports

This guide has been written to provide a general introduction to writing reports. It outlines the typical structure of a report and provides a step by step guide to producing reports that are clear and well structured. Other useful guides from Learning Development: *Writing for science; Avoiding plagiarism; Referencing and bibliographies*, *Long documents using Microsoft Word 2007*.

What is a report?

A report is written for a clear purpose and to a particular audience. Specific information and evidence are presented, analyzed and applied to a particular problem or issue. The information is presented in a clearly structured format making use of sections and headings so that the information is easy to locate and follow.
When you are asked to write a report you will usually be given a report brief which provides you with instructions and guidelines. The report brief may outline the purpose, audience and problem or issue that your report must address, together with any specific requirements for format or structure. This guide offers a general introduction to report writing; be sure also to take account of specific instructions provided by your department.

What makes a good report?

Two of the reasons why reports are used as forms of written assessment are:

- to find out what you have learned from your reading, research or experience;
- to give you experience of an important skill that is widely used in the work place.

An effective report presents and analyses facts and evidence that are relevant to the specific problem or issue of the report brief. All sources used should be acknowledged and referenced throughout, in accordance with the preferred method of your department. For further information see the Student Learning Centre guide: *Avoiding plagiarism*. The style of writing in a report is usually less discursive than in an essay, with a more direct and economic use of language. A well written report will demonstrate your ability to:

- understand the purpose of the report brief and adhere to its specifications;
- gather, evaluate and analyse relevant information;
- structure material in a logical and coherent order;
- present your report in a consistent manner according to the instructions of the report brief;
- make appropriate conclusions that are supported by the evidence and analysis of the report;
- make thoughtful and practical recommendations where required.

The structure of a report

The main features of a report are described below to provide a general guide. These should be used in conjunction with the instructions or guidelines provided by your department.

Title Page

This should briefly but explicitly describe the purpose of the report (if this is not obvious from the title of the work).
Other details you may include could be your name, the date and for whom the report is written.

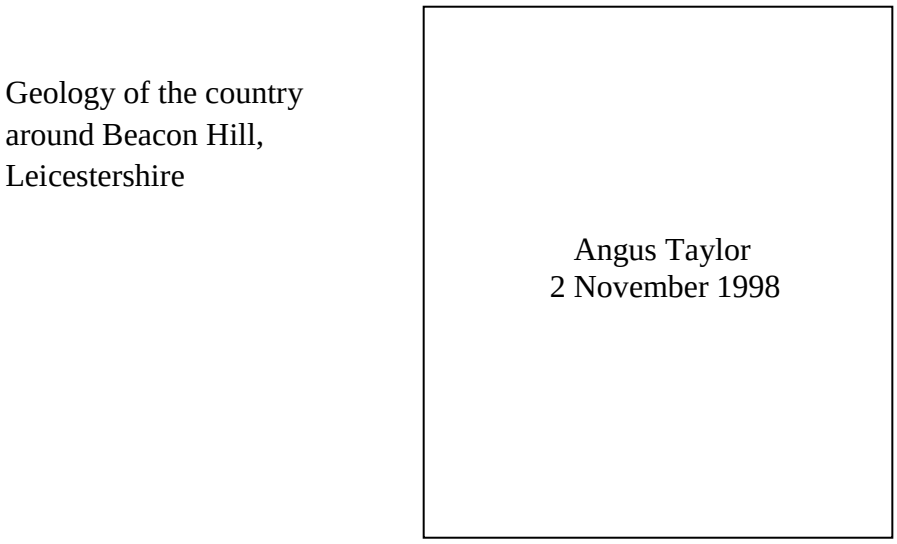


Figure 1: Example of a title page

Terms of reference

Under this heading you could include a brief explanation of who will read the report (audience) why it was written (purpose) and how it was written (methods). It may be in the form of a subtitle or a single paragraph.

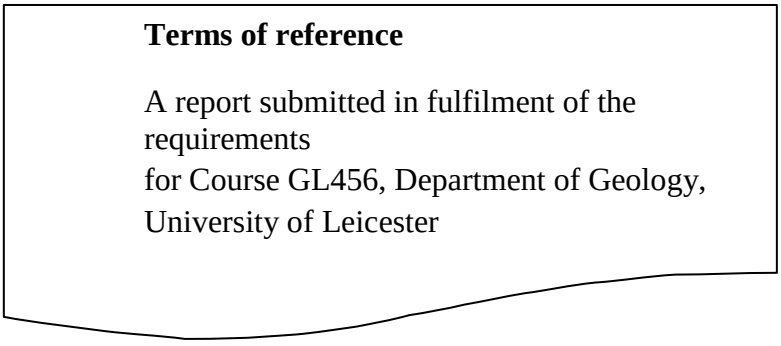


Figure 2: Example of terms of reference

Summary (Abstract)

The summary should briefly describe the content of the report. It should cover the aims of the report, what was found and what, if any, action is called for. Aim for about half a page in length and avoid detail or discussion; just outline the main points. Remember that the summary is the first thing that is read. It should provide the reader with a clear, helpful overview of the content of the report.

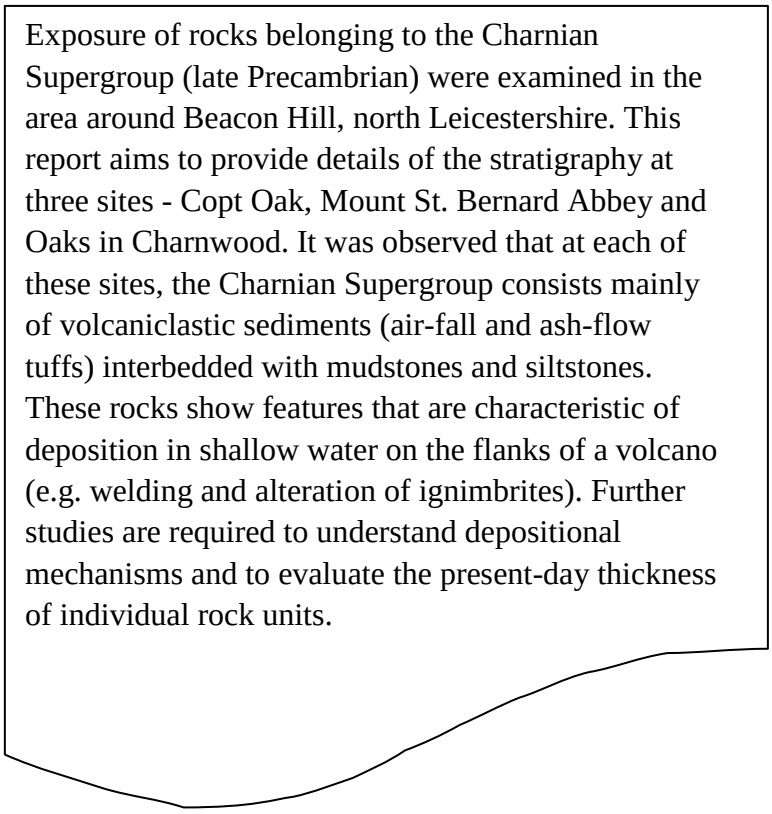


Figure 3: Example of a summary (abstract)

Contents (Table of Contents)

The contents page should list the different chapters and/or headings together with the page numbers. Your contents page should be presented in such a way that the reader can quickly scan the list of headings and locate a particular part of the report. You may want to number chapter headings and subheadings in addition to providing page references. Whatever numbering system you use, be sure that it is clear and consistent throughout.

Introduction

The introduction sets the scene for the main body of the report. The aims and objectives of the report should be explained in detail. Any problems or limitations in the scope of the report should be identified, and a description of research methods, the parameters of the research and any necessary background history should be included.

In some reports, particularly in science subjects, separate headings for **methods** and **results** are used prior to the main body **(discussion)** of the report as described below.

Methods
Information under this heading may include: a list of equipment used; explanations of procedures followed; relevant information on materials used, including sources of materials and details of any necessary preparation; reference to any problems encountered and subsequent changes in procedure.

Results
This section should include a summary of the results of the investigation or experiment together with any necessary diagrams, graphs or tables of gathered data that support your results. Present your results in a logical order without comment. Discussion of your results should take place in the main body **(discussion)** of the report.

Discussion
The main body of the report is where you discuss your material. The facts and evidence you have gathered should be analysed and discussed with specific reference to the problem or issue. If your discussion section is lengthy you might divide it into section headings. Your points should be grouped and arranged in an order that is logical and easy to follow. Use headings and subheadings to create a clear structure for your material. Use bullet points to present a series of points in an easy-to-follow list. As with the whole report, all sources used should be acknowledged and correctly referenced. For further guidance check your departmental handbook and the Student Learning Centre guide: *Referencing and bibliographies.*

Conclusion
In the conclusion you should show the overall significance of what has been covered. You may want to remind the reader of the most important points that have been made in the report or highlight what you consider to be the most central issues or findings. However, no new material should be introduced in the conclusion.

Appendices
Under this heading you should include all the supporting information you have used that is not published. This might include tables, graphs, questionnaires, surveys or transcripts. Refer to the appendices in the body of your report.

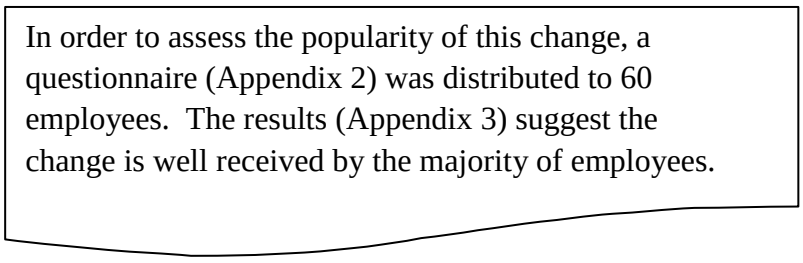


Figure 4: Example of use of appendices

Bibliography
Your bibliography should list, in alphabetical order by author, all published sources referred to in your report. There are different styles of using references and bibliographies. Refer to the study guide *References and bibliographies* and check your departmental handbook for guidelines. Texts which you consulted but did not refer to directly could be grouped under a separate heading such as 'Background Reading' and listed in alphabetical order using the same format as in your bibliography.

Acknowledgements
Where appropriate you may wish to acknowledge the assistance of particular organisations or individuals who provided information, advice or help.

Glossary of Technical Terms
It is useful to provide an alphabetical list of technical terms with a brief, clear description of each term. You can also include in this section explanations of the acronyms, abbreviations or standard units used in your report.

You will not necessarily be required to use all of the headings described above, nor will they necessarily be in the order given here. Check your departmental guidelines or instructions.

Writing the report: the essential stages

All reports need to be clear, concise and well structured. The key to writing an effective report is to allocate time for planning and preparation. With careful planning, the writing of a report will be made much easier. The essential stages of successful report writing are described below. Consider how long each stage is likely to take and divide the time before the deadline between the different stages. Be sure to leave time for final proof reading and checking.

Stage One: Understanding the report brief
This first stage is the most important. You need to be confident that you understand the purpose of your report as described in your report brief or instructions. Consider who the report is for and why it is being written. Check that you understand all the instructions or requirements, and ask your tutor if anything is unclear.

Stage Two: Gathering and selecting information
Once you are clear about the purpose of your report, you need to begin to gather relevant information. Your information may come from a variety of sources, but how much information you will need will depend on how much detail is required in the report. You may want to begin by reading relevant literature to widen your understanding of the topic or issue before you go on to look at other forms of information such as questionnaires, surveys etc. As you read and gather information you need to assess its relevance to your report and select accordingly. Keep referring to your report brief to help you decide what is relevant information.

Stage Three: Organising your material
Once you have gathered information you need to decide what will be included and in what sequence it should be presented. Begin by grouping together points that are related. These may form sections or chapters. Remember to keep referring to the report brief and be prepared to cut any information that is not directly relevant to the report. Choose an order for your material that is logical and easy to follow.

Stage Four: Analysing your material
Before you begin to write your first draft of the report, take time to consider and make notes on the points you will make using the facts and evidence you have gathered. What conclusions can be drawn from the material? What are the limitations or flaws in the evidence? Do certain pieces of evidence conflict with one another? It is not enough to simply present the information you have gathered; you must relate it to the problem or issue described in the report brief.

Stage Five: Writing the report

Having organised your material into appropriate sections and headings you can begin to write the first draft of your report. You may find it easier to write the summary and contents page at the end when you know exactly what will be included. Aim for a writing style that is direct and precise. Avoid waffle and make your points clearly and concisely. Chapters, sections and even individual paragraphs should be written with a clear structure. The structure described below can be adapted and applied to chapters, sections and even paragraphs.

- **Introduce** the main idea of the chapter/section/paragraph
- **Explain** and expand the idea, defining any key terms.
- **Present** relevant evidence to support your point(s).
- **Comment** on each piece of evidence showing how it relates to your point(s).
- **Conclude** your chapter/section/paragraph by either showing its significance to the report as a whole or making a link to the next chapter/section/paragraph.

Stage Six: Reviewing and redrafting

Ideally, you should leave time to take a break before you review your first draft. Be prepared to rearrange or rewrite sections in the light of your review. Try to read the draft from the perspective of the reader. Is it easy to follow with a clear structure that makes sense? Are the points concisely but clearly explained and supported by relevant evidence? Writing on a word processor makes it easier to rewrite and rearrange sections or paragraphs in your first draft. If you write your first draft by hand, try writing each section on a separate piece of paper to make redrafting easier.

Stage Seven: Presentation

Once you are satisfied with the content and structure of your redrafted report, you can turn your attention to the presentation. Check that the wording of each chapter/section/subheading is clear and accurate. Check that you have adhered to the instructions in your report brief regarding format and presentation. Check for consistency in numbering of chapters, sections and appendices. Make sure that all your sources are acknowledged and correctly referenced. You will need to proof read your report for errors of spelling or grammar. If time allows, proof read more than once. Errors in presentation or expression create a poor impression and can make the report difficult to read.

1. The Five ‘W’s (and the ‘H’)

is is the crux of all news. You need to know these things:

Who? What? Where? When? Why?

(How?)

A good news story provides answers to each of these questions. For example, if you’rewriting a story about a new database you’ll need to answer questions like:

- What is it? Is it the first of its kind?
- Who created it? Who else is involved? Who will maintain it? Who will use it?
- Where is it based? Are there any partners based anywhere else? Where will the users come from?
- When is it released? How long have they been preparing?
- Why has it been created? What is the need for it?
- How does it fit into the bigger picture of other resources? How can people start to make use of it?
- How does it fill a gap in the market? How will it affect the science people are doing?

If you look at any news story from a reputable source you’ll find that you’re given all these answers and more

A baby was born on a London bus during rush hour after the driver and passengers came to the mother's aid.

Olatidebe Agboola, believed to be the first birth aboard one of the capital's buses, arrived weighing 7lb 8oz at the back of a No394 in Hackney last Thursday.

His parents have given him the middle name Dennis, after the vehicle's manufacturer.

As Emiloju Fatima Lawal went into labour, driver Pauline Jacobs alerted controllers to dispatch an ambulance.

She parked the single-decker near Mare Street to help Ms Lawal, assisted by passenger Carole Allen, 60, a switchboard supervisor at Homerton hospital.

Ms Lawal, 37, of Hackney, who was not due to give birth until today, said: "A man asked if I was ok, I said 'No, I'm in labour.' "A few minutes later he came out and I said 'Excuse me, the baby is here.'"

Ms Allen said: "He just flew out onto the floor. I didn't feel panicked, just relieved."

Ms Lawal, who has three other children, was taken to hospital and was back home that day.

She said: "I want to say 'thank you' to Carole and Pauline for everything they did."

Who was the baby? e mother? e driver? e passenger? **What** was the bus number and route? **Where** did this happen, and when? **Why** is it newsworthy? **What** was the outcome?

2. The Inverted Pyramid

A good journalist puts the most important facts at the beginning and works ‘down’ from there. Ideally, the first paragraph should contain enough information to give the reader a good overview of the entire story. e rest of the article explains and expands on the beginning.In the story about the baby, most of the answers to the five ‘W’s appear in the first sentence, known as the lead.

Who: a baby. **What:** born. **Where:** on a London bus. **When:** in rush hour. A good approach is to assume that the story might be cut off at any point due to space limitations. Does the story work if the editor only decides to include the first two paragraphs? If not, re-arrange it so that it does. is story was sent in to the newsletter in 2005

Medline contains approximately 13 million abstracts mostly concentrated in biomedicine. It expands at roughly 1/2 million per year and represents a large source of unstructured knowledge. The need for computer driven mechanisms to access it is obvious.
Tools such as PubMed allow to find Medline abstracts that contain key terms fed by the researcher. Usually the volume of the results is big and leads to a lot of reading only to get an overview.
EBIMed is a web application that combines Information Retrieval and Extraction from Medline. EBIMed finds Medline abstracts in the same way PubMed does. Then it goes a step beyond and analyzes them to offer a complete overview on associations between Swissprot protein/gene names, GO annotations, Drug names and Species. The results are shown in a table that displays all the associations and links to the sentences that support them and to the original abstracts.
By selecting relevant sentences and highlighting the biomedical terminology EBIMed enhances the ability of the researcher to acquire knowledge, relate facts, discover implications and, overall, have a good overview economizing the effort in reading.

is is the story as it appeared in the newsletter. It gets to the point straight away – the reader immediately knows why this story might be relevant and worth reading – as well as including some of the missing facts, like who developed it and how it can be accessed.
eactual news is buried; you can find it in the third paragraph, if you can be bothered to read that far!

3. People...and what they say

News stories are really all about how people are affected. On the previous page we saw how a dry story about a new web application became much more interesting and relevant when it was targeted towards the audience and how they could benefit.

Sick of ploughing through hundreds of Medline abstracts? Help is at hand.

You might spend some time focusing on one or more individuals – is this the first big project for a new group leader? Or perhaps it's going to help out a certain group of scientists?

> The story of Claus Nerlov and his favourite genes, C/EBPα and C/EBPβ, is of a long, successful relationship spanning more than 15 years. This September was an especially bumper month in Monterotondo with the publication of two papers in NCB and PNAS, the second arising quite by chance when some of Claus' apparently disappointing results turned out to be crucial for head of outstation Nadia Rosenthal's team.
> ...

Try to quote people. It adds a personal touch to the story, and you know the journalist has actually spoken to the people involved, and – most importantly – it makes the story more interesting and readable.
Use a quote to explain an aspect that you would otherwise have simply reported:

> The researchers developed a new technique, reciprocal allele-specific RNA interference, inspired by one the Steinmetz group had previously created to study yeast. "It extends the power we gained in yeast: we can go from a whole region of DNA to the actual causative gene," says Lars.

Or to add a more personal touch to the story:

> **Why did the chicken cross the road...?**
>
> To get to the new canteen, of course. 31 August saw the opening of EMBL Heidelberg's brand new 'casino' in the ATC. With its greater capacity, it will cater for the expanded courses and conferences programme and, from November, hungry nuclear physicists from the neighbouring Max Planck Institute. The move was an incredible feat of organisation on the part of the kitchen team. Starting on Friday after close of service, they packed up and shipped their entire operation, seamlessly opening again for lunch on Monday at the new site. Reactions varied, but the diners were all suitably impressed. Anna Maria Subosco from Reception was amazed. "It's very elegant. I'm not used to having so much space." Philip Gebhardt and Julia Willingale-Theune of ELLS very much enjoyed their lunch: "I had fish with rice and I think Julia had a curry and some salad," said Philipp. A peculiar combination, Julia? "I couldn't find what I wanted. But I'm sure we'll get the hang of it in a day or two."

4. Have an Angle

Most stories can be presented using a particular angle or 'slant'. is can help make the purpose of the story clear and give it focus.

> EMBL-PhD student Simone Weyand from the Weiss team at the Hamburg Unit recently visited the Eton High School close to Windsor castle. Within the EMBL E-STAR programme, Simone had proposed to visit a couple of renowned high schools and to teach the students crystallography and the art of how to crystallize a protein. Prior to her visit, Simone had discussed with Dr. Stephenson, the master of natural sciences within Eton College, the best way to set up such a one-week course. It was agreed to split the week into a theoretical part and some small hands-on sessions, which were to be done by the students on their own.
> ...

So far, so boring. To find an angle, try to pinpoint the most unusual or interesting aspect of the story. Here, it'sthat Simone went to Eton College, of all places. Here's how this story appeared in the newsletter.

> It was every schoolgirl's dream come true recently for EMBL Hamburg E-Star PhD student Simone Weyand, who spent a week at renowned UK public school Eton College teaching the boys the art of crystallisation.
> Simone took the "Crystallisation Starter Kit", originally developed by Manfred Weiss in collaboration with Jena Bioscience for the EMBO teacher's workshop at the Hamburg Unit in 2003, where she was also one of the instructors. She split the week into a theoretical part and some smaller hands-on sessions.
> The teachers and students of Eton were very impressed with Simone's presentation and tutorials, and were quickly able to grow some beautiful hen egg-white lysozyme crystals. The course was so successful that Eton decided to include this activity into their regular curriculum.
> The college, which is near Windsor, has always been popular with the royals – Princes William and Harry went there most recently – and boasts several British Prime Ministers among its alumni, as well as the EBI's own Ewan Birney. The Eton way of life meant, among other things, that Simone had to be accompanied by a chaperone (called Madame) at all times.
> Simone will go for a second visit in October, when the students
>
> will start to crystallise proteins. Let's hope that this event will
>
> spawn many new structural biologists in the future.

5. Keep it simple - keep it tight

Don't make the mistake of thinking that by using jargon, formal language, complicated sentences and going into great detail, you're making your story sound important! It just makes it boring. Report the pertinent facts in a language that can be understood by everybody. Use an analogy if it helps to explain a concept better.
A story beginning like this was sent in to the newsletter last year:

> The Chemical Biology Core Facility provides screening expertise for the EMBL, the DKFZ and the University of Heidelberg and is helping researches to identify small molecule modulators of biological functions. High-Throughput-Screening (HTS) is performed on the basis of a large library of small molecules which are tested in various biological assays encompassing standard ATP-consumption assays, transfection assays and cytotoxicity assays. Since its introduction in 2004 the first library of 50,000 compounds had been used in many campaigns, but meanwhile the library reached the end of its life span: stock levels of the material were running out and the resupply of material was getting unreliable. Therefore in 2007 the construction of a new screening library has been worked out.
> For the selection of a new screening library a number of more than 5 million structures have been collected from compound catalogs of all major vendors (most of the catalogs of the ZINC database were included) and a virtual database was constructed. The content of each catalog was analysed for its structural overlap with other catalogs. Eventually the compound selection focused on catalogs from 3 leading vendors in the field each offering large collections of compounds covering different synthesis schemes with minimal structural overlap with competitive catalogs. In addition the selected vendors offered highly competitive prices combined with attractive options for resupply and follow-up synthesis services.
>
> The composition of the catalogs of the 3 selected vendors were further analysed on the basis of their scaffold content that means each individual compound structure was virtually fragmented into its core-part (the scaffold) and its sidechains.
> ...

It continued like this for some time longer. e crux of the news was reported in the newsletter in four simple paragraphs:

> EMBL Heidelberg's Chemical Biology Core Facility, which provides small molecule screening expertise to EMBL, DKFZ and the University of Heidelberg, has a new diversity oriented screening library composed of no less than 79,000 compounds. High-throughput screening relies on rapid testing of large library of small molecules for activity against biological assays. The core facility's first library of 50,000 compounds, which was introduced in 2004, has been used in many screens; it is reaching the end of its life span and stock levels are running out.
> For the new library, more than 5 million structures were collected 'virtually' and put through a rigorous selection process to see if they made the grade. In addition, they were analysed on the basis of their 'scaffold' content to ensure the optimum coverage of chemical space – each compound structure was virtually fragmented into its core (the scaffold) and side chains.
> "A scaffold-based but chemically diverse selection like this allows more informative screening for the benefit of the research groups," says Joe Lewis, head of the Chemical Biology Core Facility.

6. A few further tips

- ink about whether your story is really newsworthy. To be so, it should contain at least one of the following characteristics: proximity, prominence, timeliness, human interest, oddity or consequence.
- Not everyone who's reading will know something about the subject. Assume that the reader has never read your publication before. Youmay need to add some background, but brief explanations of projects or concepts can always go towards the end. ey're not part of the news.

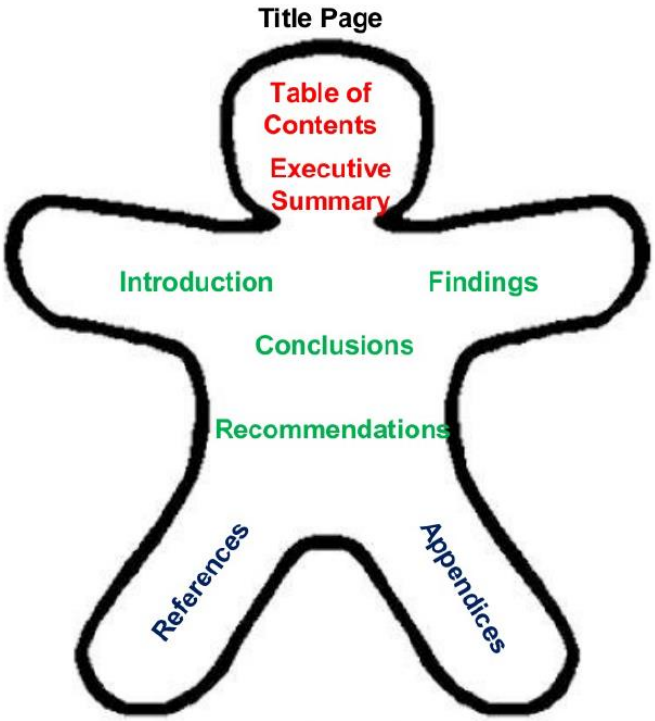
> The UK's Biotechnology and Biological Sciences Research Council (BBSRC) has made a £10million investment in EMBL-EBI to support it as the central hub of the European Life-Science Infrastructure for Biological Information (ELIXIR). The funding will permit a dramatic increase in the institute's data storage and handling capacity, placing the UK at the forefront of this multinational initiative.
> "This is an important milestone," says EMBL-EBI Director and ELIXIR coordinator Professor Janet Thornton. "In particular it means that we will be able to implement next-generation data-handling and storage solutions to fuel future developments in basic biology, medicine, agriculture and environmental sciences."
> ELIXIR involves 32 partners from 13 countries and aims to establish a sustainably funded infrastructure for biological information in Europe. It will support life science research and its applications to medicine, agriculture and food security, the environment, the bio-industries and society.

- Be active in your writing. e more action sentences that are included in the news story, the more a reader will feel that it really happened. Try to avoid passive sentences – not easy when you're used to scientific writing!
- Try to think of a catchy headline if possible.
- When you're writing for the web, most of the same principles outlined here apply; but do assume that your reader will devote even less time and attention to the story that a print reader would. Reading from computer screens is tiring for the eyes and about 25% slower than reading from printed matter. Make sure you answer the Five Ws as early as possible. Keep your paragraphs short.
- When you think you've finished, edit the story…and edit again. Remove words which aren't completely necessary and avoid repetition. As a rule, journalists will not use a long word when a short one will do. Use 'begin' rather than 'commence', 'used to' rather than 'accustomed to',etc.; this makes your writing precise and succinct, and intelligible to the vast majority of readers.

7.PART OF A REPORT

- Title Page
- Table of Contents
- Executive Summary
- Introduction
- Findings
- conclusions
- Recommendations
- bibliography/References
- Appendices

Write this first before the rest of the report



ACTIVITY

- Get into your groups
- Match the different parts of the report
  With their respective descriptions

Part	Description
Title Page	Title, Author's name, Date of submission
Table of Contents	List of sections, sub-sections, appendices, etc.
Executive Summary	Summary of entire report
Introduction	Purpose, Background, Methods of Investigation, Scope
Findings	Analysis of facts obtained
Conclusions	Deductions based on findings
Recommendations	Suggestions and advice based on conclusions
Bibliography/References	List of references
Appendices	Supplementary materials e.g. other supporting data

BODY OF REPORT

- Introduction
- Findings
- Conclusions
- Recommendations

Introduction

- Four section:Purpose, Background, Method of Investigation, Scope
- Take note of language conventions(I,E, typical Words and phrases that are used)
- Uses present and past tense
- Format – numbered headings

1.1 Purpose

- States the purpose of the report
- Includes what the report will recommend

Example 1

The purpose of this report is to investigatethe reasons Behind the rise in computer gaming addiction among Teenagers. The report will also recommend preventive Measures for computer gaming addiction

Example 2

This report looks into the factors influencing students Behavior in lecture theatres and suggests ways to promote positive learning behavior among students

Example 3

This report studies the causes of unhealthy eating Among teenagers and recommends ways to promote More healthy eating habits

QUIZ TIME

What tense in the purpose section written in?

- Past tense
- Present tense
- Present and past tense

Answer

What tense is the purpose section written in?

- Past tense
- Present tense
- Present and past tense

1.2 Background

- Provides information on the problem or situation that gave rise to the investigation
- May refer to secondary data, e.g.
- Newspaper report(i,e data that was discovered by
- Someone else)

Example
A recent study on game technology(Tan, 2010) shows
That nearly 75% of teenagers in Singapore play compter Games regularly and the majority if them show signs of addiction. The rise in computers gaming addiction among teenagers os a growing concern and the ministry of media development (MMD) would like to find out the reasons behind this trend.The report was commissioned by the director of corporate communications, Ms Julie Sim,on 31 may 2010

QUIZ TIME

What tense is the background section written in?

- Pas tense
- Present tense
- Present and past tense

ANSWER

What tense is the background section written in?

- Past tense
- Present tense
- Present and past tense

1.3 Method of Investigation

- States how investigation was carried out, e,g,Questionnaires issued to [how many people] For [how long]
- This is called primary data (I,e, data that is Discovered by you, the writer of the report)
- May include references to secondary data

Example
Questionnaires were issued to 100 teenagers from 25 educational institutions on 25 june 2010.ThreeTeenagers who were former addicts were also Interviewed to get more in-depth views. References were also made to books and newspaper articles

QUIZ TIME

There are four sources of data. Which is primary data which is secondary data? Questionnaires were issued to 100 teenagers from 25 educational institutions on 25 june 2010. Three Teenagers who were former addicts were also Interviewed to get more in-depth views.References were also made to books and newspaper articles

ANSWER

Questionnaires were issued to 100 teenagers from 25 educational institutions on 25 june 2010. Three Teenagers who were former addicts were also Interviewed to get more in-depth views.References were also made to books and newspaper articles

1.4 Scope

- States the areas of investigation,e,g.Reasons consequences,etc, i,e. what information you need in order to meet your purpose
- First scope item is respondents' profile
- There should be at least 3 other scope Items

Example

Besides respondents' profile, this report looks into Four possible reasons for the rise in gaming addiction among teenagers: boredom, stress, Societal influence and addictive game features.

A Report on the rise in Computer Gaming Addiction Among Teenagers

1.Introduction

1.1.Purpose

The Purpose of this report is to investigate the resons behind the rise in computer gaming addiction among teenagers. The report will also recommend preventive measures for computer gaming addiction.

1.2 Background

A recent study on game technology (tan, 2010) shows that nearly 75% of teenagers in Singapore
Play computer game regularly and the majority of them show signs of addiction. The rise in computer gaming addiction among teenagers is a growing concern and the Ministry of Media Develoment (MDD) would like to find out the reasons behind this trend. The report was commissioned by the Director of Corporate Communications, Ms Julie Sim, on 31
May 2010

1.3 Method of Investigation

Questionnaries were issued to 100 teenagers from 25 educational institutions on 25 June 2010 three teenagers who were former addicts were also interviewed to get more in-depth views. References were also made to books and newspaper articles

1.4 Scope

Besides respondents profile, this report looks into four possible reasons for the rise in gaming addiction among teenagers : boredom, stress, Societal influence and addictive game features

A Report on the rise in Computer Gaming Addiction Among Teenagers

TITLE

1.Introduction

Numbered heading – whole number

1.1.Purpose

Numbered sub- heading – numerical-decimal

The Purpose of this report is to investigate the resons behind the rise in computer gaming addiction among teenagers. The report will also recommend preventive measures for computer gaming addiction.

1.2 Background

A recent study on game technology (tan, 2010) shows that nearly 75% of teenagers in Singapore
Play computer game regularly and the majority of them show signs of addiction. The rise in computer gaming addiction among teenagers is a growing concern and the Ministry of Media Develoment (MDD) would like to find out the reasons behind this trend. The report was commissioned by the Director of Corporate Communications, Ms Julie Sim, on 31
May 2010

1.3 Method of Investigation

Questionnaries were issued to 100 teenagers from 25 educational institutions on 25 June 2010 three teenagers who were former addicts were also interviewed to get more in-depth views. References were also made to books and newspaper articles

1.4 Scope

Besides respondents profile, this report looks into four possible reasons for the rise in gaming addiction among teenagers : boredom, stress, Societal influence and addictive game features

ACTIVITY

- Group Work
- Write out the introduction based on your group report topic
- Include all sections of the indroduction
- Remember to format it correctly
- Including title, heading and sub-headings
-

HOMEWORK

- Research information about your group topic
- Revise your introduction section
- Think about possible questions for the questionnaire for your group topic

DAFTAR PUSTAKA

https://www.embl.de/aboutus/communication_outreach/writing_news_story.pdf

https://www2.le.ac.uk/offices/ld/resources/study-guides-pdfs/writing-skills-pdfs/writing_reports_v1%200%20-2.pdf